



Implementing a Calming Corner

Parent Involvement and
Community Outreach (P.I.C.O.)





Overview



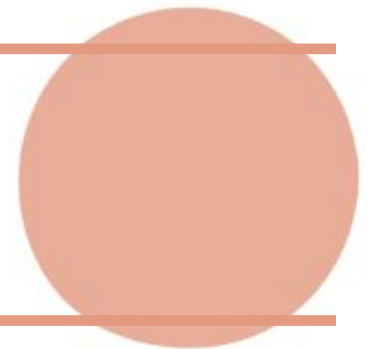
☐ Understanding what are calming corners

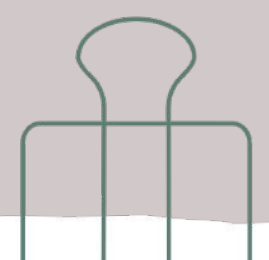

☐ Psycho-education through trauma informed lens

☐ Benefits of calming corners in the classroom

☐ Differences throughout grades

☐ Review Attachments





Calming Corners in the Classroom

In Classroom - Calm Down Corners/Spots


- Use as an **opportunity/option**, not a directive.
- Do not use as a consequence.
- A place to find **comfort/sense of safety** and regain control.
- Offers some **privacy**, still within view of an adult.
- Introduce and allow students to try it out before they become upset.



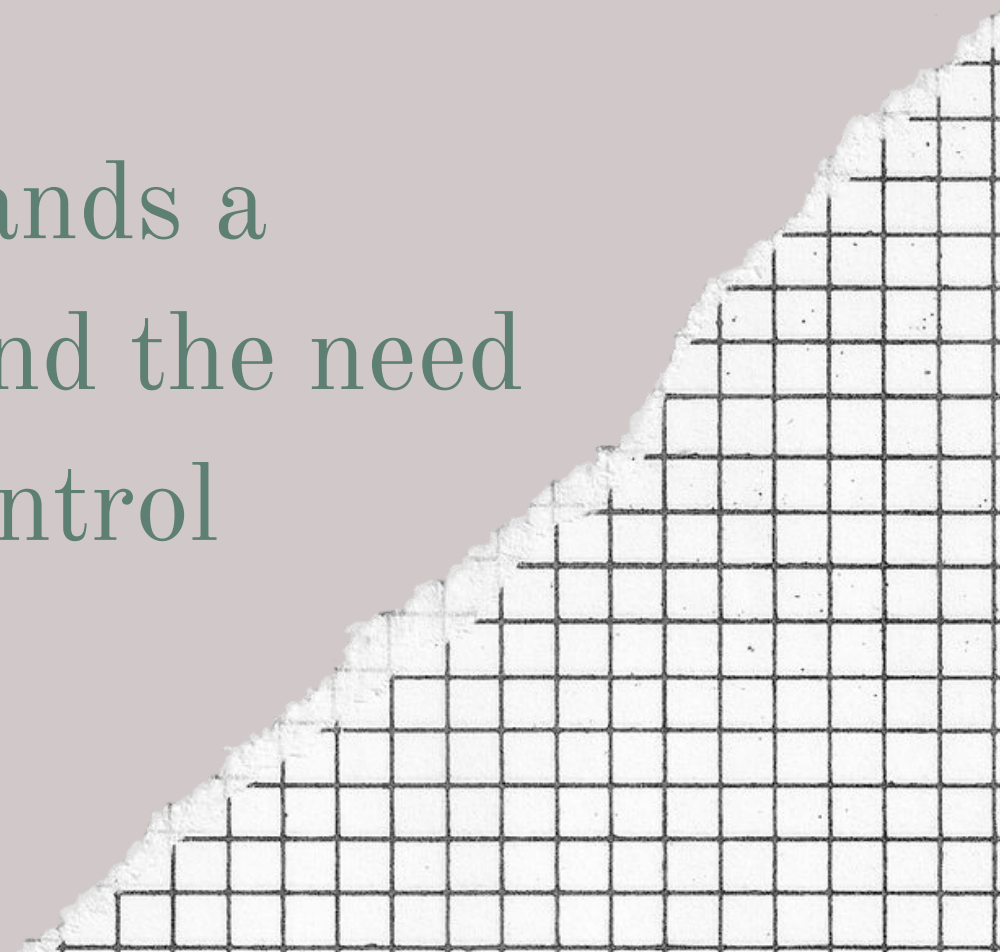
Trauma Informed Lens

WINDOW OF TOLERANCE





What does it mean to be a trauma informed educator?

- The trauma informed educator understands the neurological and biopsychosocial-spiritual implications of trauma on the students, families, the community and themselves.
 - The trauma informed educator understands a person's needs for safety, connection, and the need for emotional regulation and impulse control
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What are calming corners?

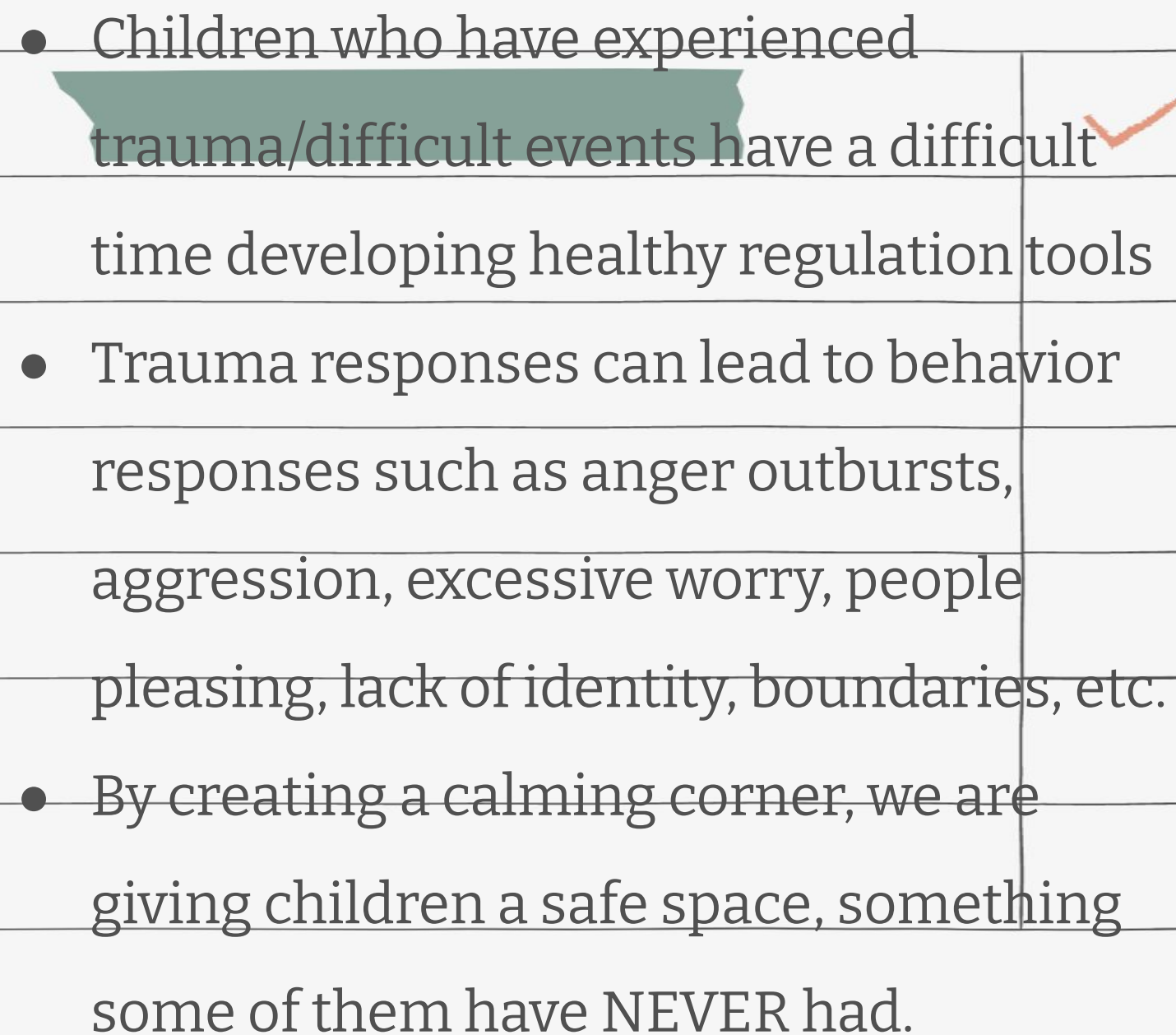


An allocated space/area that help students re-retreat into a private space in the classroom when they are feeling overwhelmed and dysregulated.

A regulation tool within the classroom to help both the student experiencing distressing emotions and the teacher/staff with having a tool embodied within their classrooms

Spaces that allow students to practice self-regulation and coping skills so that they can return to learning with minimal to no disruption to themselves or others

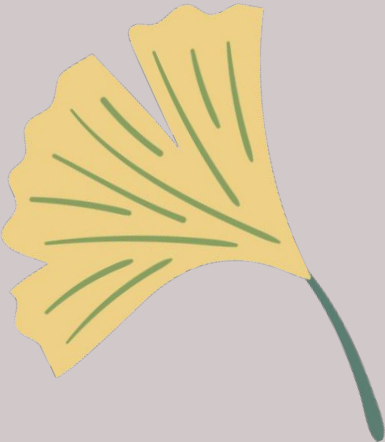
Why Calming Corners?

- 
- Children who have experienced trauma/difficult events have a difficult time developing healthy regulation tools ✓
 - Trauma responses can lead to behavior responses such as anger outbursts, aggression, excessive worry, people pleasing, lack of identity, boundaries, etc.
 - By creating a calming corner, we are giving children a safe space, something some of them have NEVER had.



Safe
Space

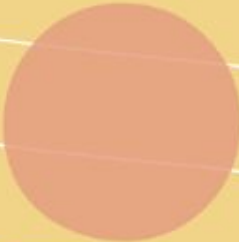
Why Calming Corners?



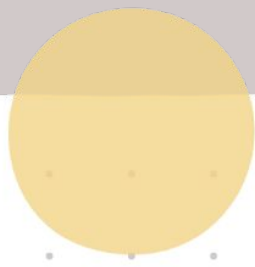
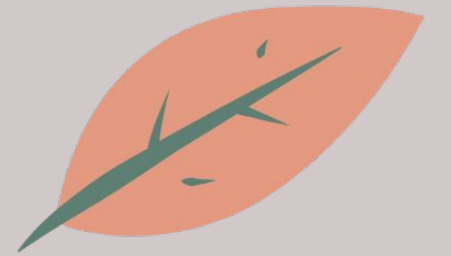
- Example: When we as staff did not have good night rest, did not have a meal, or are facing personal problems, it makes it difficult for us to focus at work.

Remember: We can't expect a child to learn, when they are experiencing difficulty with managing their distressing emotions or facing barriers at home.

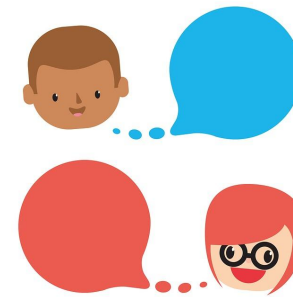
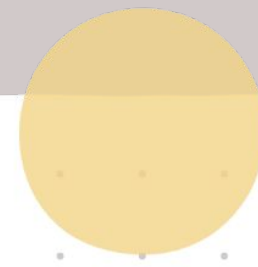
Safe Space



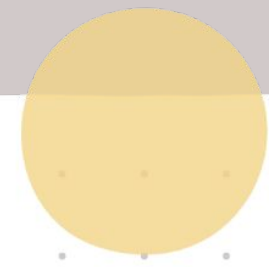
Benefits



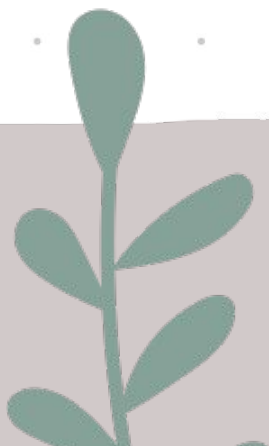
Creates a safe space for students to process emotions when they are in a vulnerable state



Helps students learn how to communicate their feelings



Allows students to practice self-regulation with distressing emotions and manage impulsive behaviors



Closer Look into the Benefits:



- Will create common language among the district with emotion verbalization
- Create comfort with using zones of regulation at an early age
- Help reduce the stigma of using calming corners and “time-ins”
- Added support within the classroom
- Students will be more emotionally regulated and ready to learn/participate in the classroom

Time-in vs. Time-Out



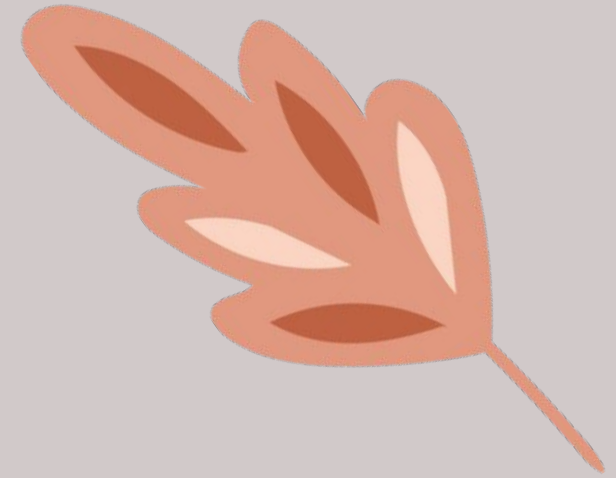
Time-in

- Students remain engaged with the classroom
- Keep the focus of classroom activity (curriculum)
- Assist students to self-regulate their emotions and return to class.

Time-out

- Students are removed from classroom engagement.
- Students are not working on self-regulating to prepare them back to classroom engagement.
- Limited opportunity to retake the focus to classroom activity.

Zones of Regulation



Helps students develop skills in the area of self-regulation

Teaches students:

Vocabulary of emotional terms - Common language

Recognize their own emotions

Detect the emotions of others

Triggers





How others may interpret their behavior

Problem solving skills

Healthy coping and regulation strategies



The **ZONES** of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Differences across grade-levels

Preschool - 4th grade

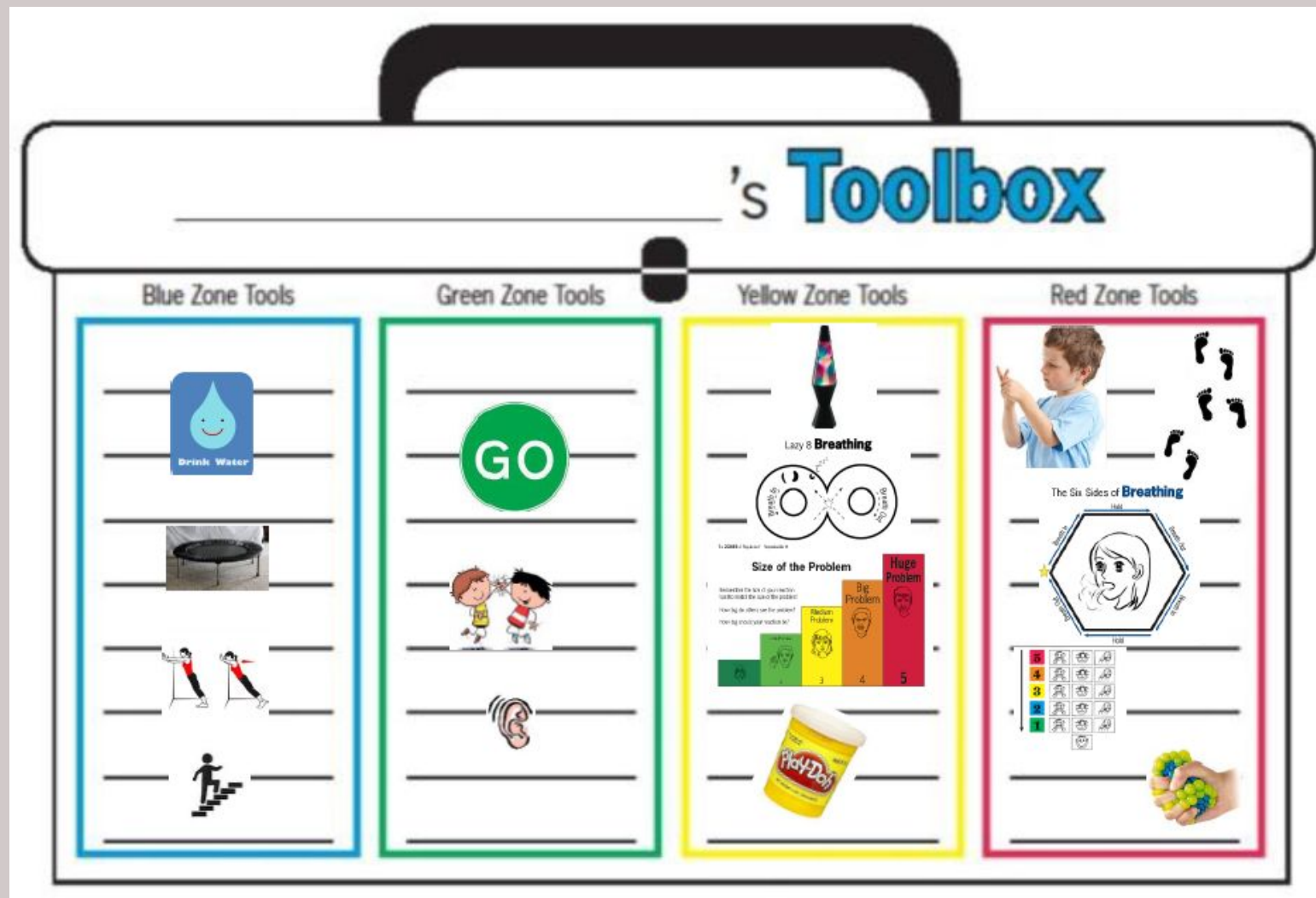
- Sensory objects and calming techniques.
- Sand timers (5-10 minutes)
- sensory items such as stuffed animals, plushies, blankets, soft chairs, cubes, letters and numbers magnets, playdoh, glitter jars, stress/squeeze balls.
- Calming techniques such as breathing exercises, stretching, and meditation
- Having colors represent stages of their behavior/preparedness
- One standard color zone for all schools in the district. (Zones of Regulation)

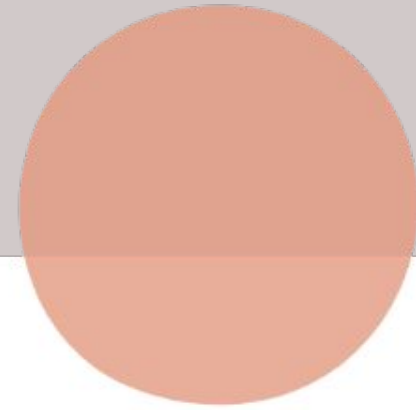
What Zone Are You In?			
	How Do You Act?	What Can You Do About It?	
Agitated Angry Devastated Frightened Furious Jealous Stressed Out	 Arguing, Refusing Tantrum, Shutting Down Yelling, Stomping	"1 2 3 4" Count to 10 or 100 Tell an adult Move your body or exercise Stop, and walk away Take deep breaths Take a nap Practice grounding techniques	
Confused Embarrassed Excited Irritated Nervous Silly Worried	 Avoiding, Pacing Clingy, Hyper Shutting Down Overstimulated	Take deep breaths Take a break Pause, and ask for help Use positive self-talk Relax and try again Tense and relax your muscles Think of a peaceful place	
Confident Fine Focused Happy Hopeful Peaceful Proud	 Smiling, Relaxed Laughing, Engaged Paying Attention Enjoying Yourself	Smile & practice gratitude Help someone else Use kind & positive words Take steps toward your goals Exercise Keep listening Write about your successes	
Bored Disappointed Lonely Sad Shy Sick Tired	 Withdrawn, Disengaged Crying, Slowed Down Understimulated Depressed	Get or give a hug Talk to friends or family Get some fresh air Stretch Listen to music Move your body or exercise Do a hobby you enjoy	

Differences across grade-levels

5th and 6th Grades

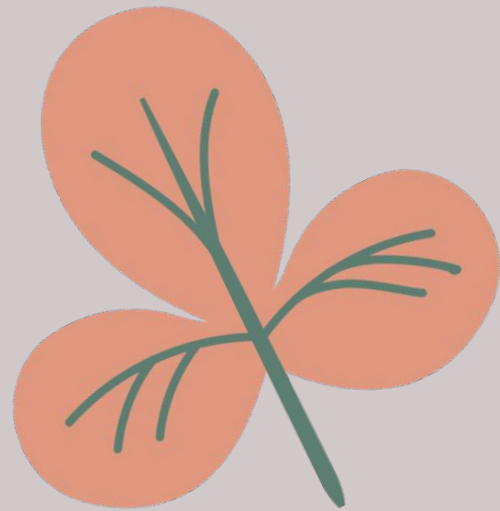
- Stopwatch timer.
- Calming techniques and thinking strategies.
- Calming techniques: Medication, body stretching, breathing exercises such as the “Lazy 8” or “Square breathing,” listening to calming music or sounds.
- Thinking strategies: academic games such as math puzzles, riddles, crossword puzzles, or academic computer games. Reviewing/evaluating the pros and cons of their behavior.
- Providing a space to work independently away from distractions.



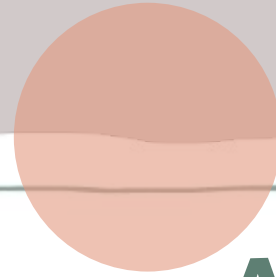
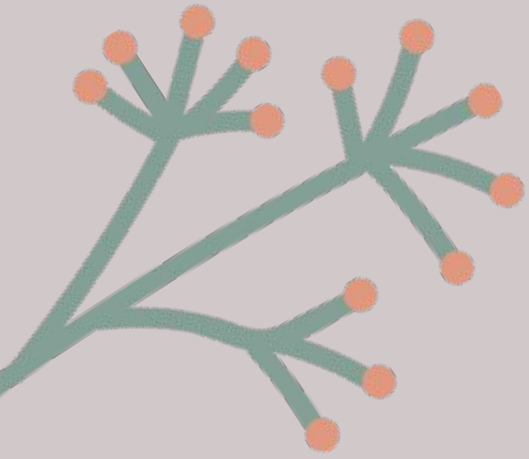


Calming Corner Guide:

How to Get Started



Student Health and Human Services
School Mental Health



1. Identify an Area

2. Think of a Theme

3. Have Fun and Decorate

**4. Strategies to Help Calm
Down**



The area should be large enough to accommodate at least one student; a corner will be enough.

(Items must be approved by risk management)

Identify an Area



Be creative!

Engage the students in coming up with a theme to give them a sense of control and ownership of the space.

Ex. island, arctic zone, ship, space.

(Items must be approved by risk management)

Think of a Theme



Include the following:

- Decorations- rugs, chair, pillows, stuffed animals, small tents
- Tactile items- stress balls, sand box, playdoh, feathers, pinwheel, paper bags
- Visuals- pictures of nature and lava lamps
- Prompts- deep breathing exercises, counting to 10

(Items must be approved by risk management)

Have Fun and Decorate



Worksheets or Posters

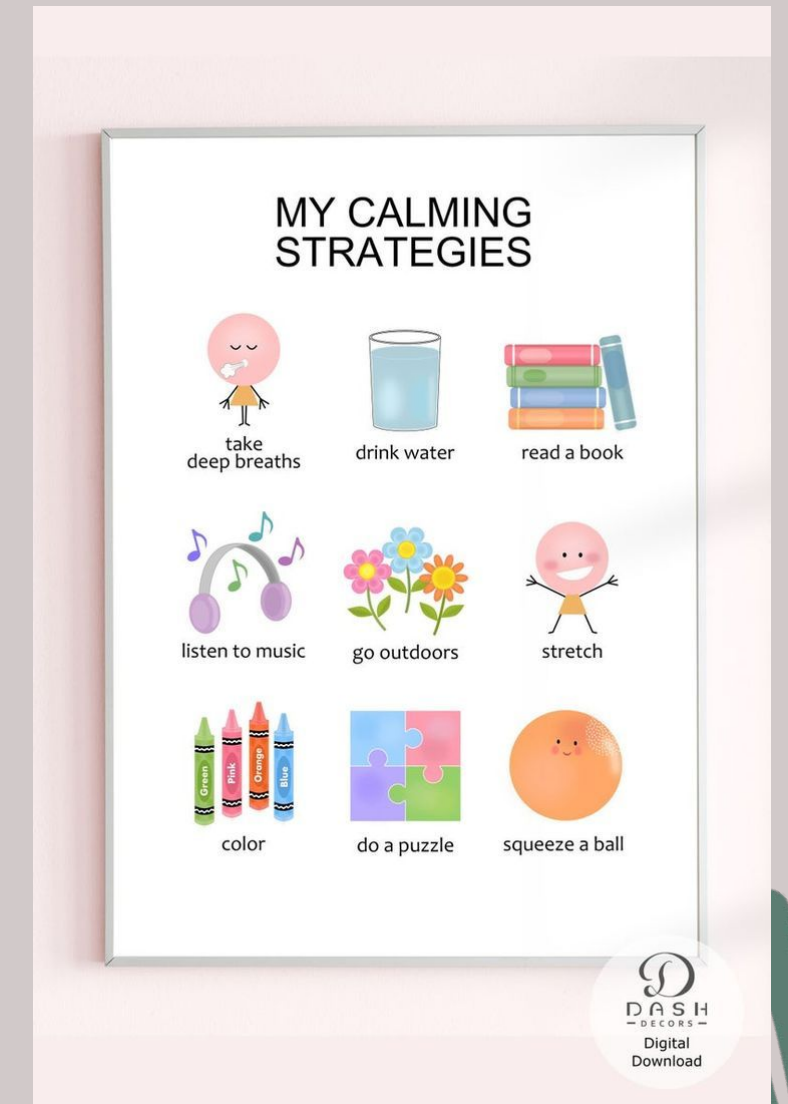
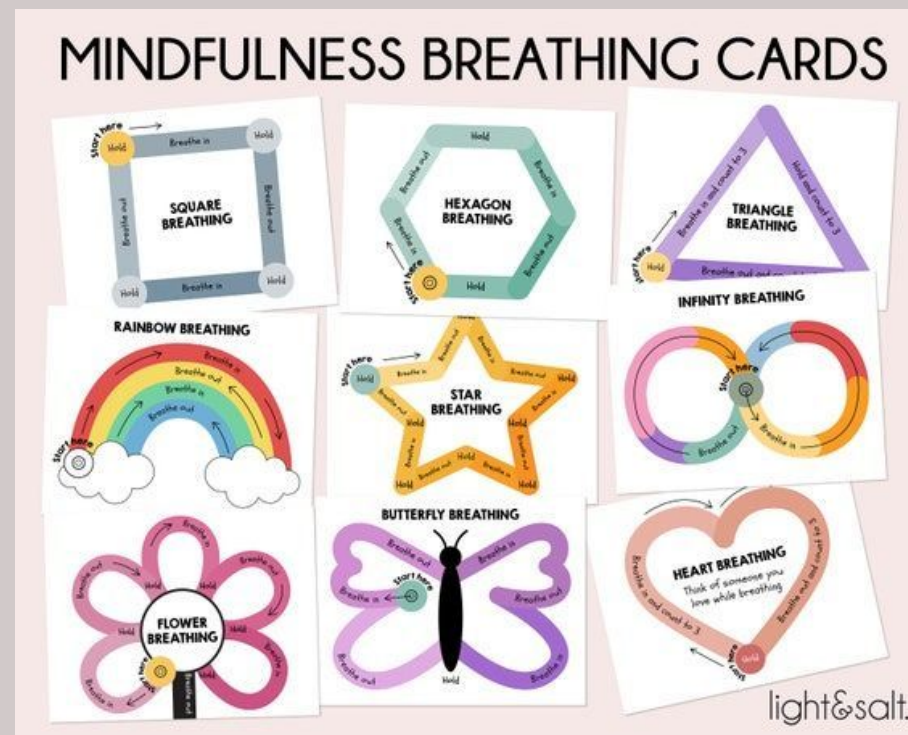
Self-soothing strategies

Problem solving skills

Self-care

Positive affirmations

Positive thinking



Strategies to Help Calm Down



Calming Corner Examples

Checklist Sample

The Calming Corner Checklist

Many teachers provide a checklist of steps students can follow while using the calming corner. These often include:



1. Do a feelings check.

Offer a list of feelings to choose from. Options can include furious, excited, thirsty, scared, silly, surprised, embarrassed, strong, bored, hot, nervous, focused, proud, disappointed, or annoyed. Students may feel more than one of these emotions at a time, so providing guidance may help them better understand the scope of their feelings.



2. Use a calming strategy.

Again, provide your students with options, which can range from breathing exercises and listening to calming music and journaling or squeezing a stress ball.



3. Do a feelings check.

This is a good time for the student to ask themselves questions such as:

- Was the calming strategy you used helpful?
- Do you feel calmer?
- Do you feel in control again?
- When else could you use this strategy?



4. If you're feeling calm, you may leave the calming corner or check in with your teacher.

If a student doesn't feel calm yet, they can use the same strategy or try a different one.



5. Do another feelings check.



6. Return to the rest of the class when you feel calm or when your teacher suggests it's time to return.

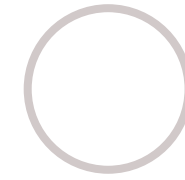


Community Circle





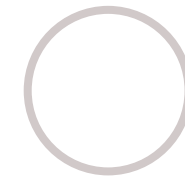
What did you use
before calming
corners?



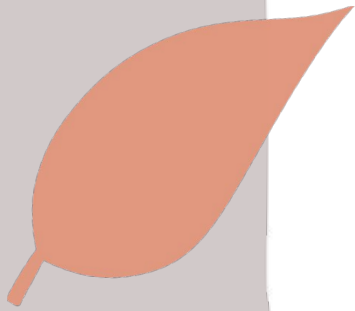
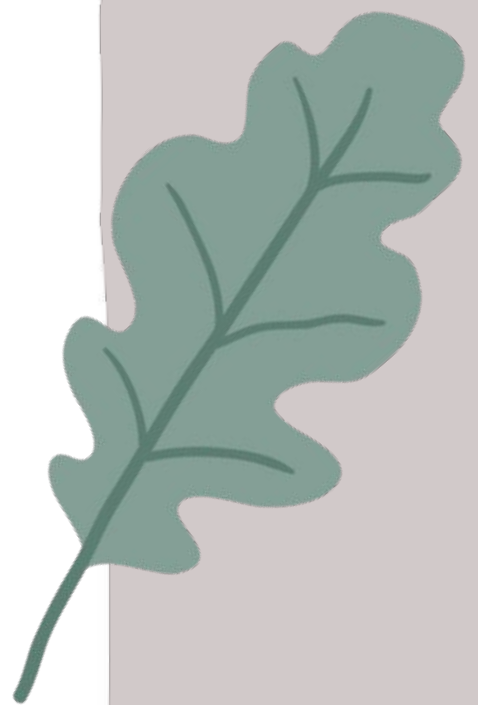
What stood out to you
the most about the
calming corner
presentation?



What challenges are
you worried you might
face when
implementing calming
corners?



How will you use
calming corners in
your classroom?



Ready to commit to creating a calming corner in your classroom?

If so, please scan the QR code below and complete the google form. We will use this information to provide you with supplies, add an hour of compensation to your time card, and have soft seating delivered to your classroom!

You will receive:

- ★ 1 hour of compensation for attending today's training
- ★ 1 additional hour of compensation to set up your classroom calming corner
- ★ The following supplies:
 - Zones of regulation handouts and wall posters
 - Digital timer
 - Bulk order of fidgets
 - Bulk order of stress balls
 - 6 pack of all purpose storage bins
 - 1 soft seating choice (bean bag OR anderson chair)



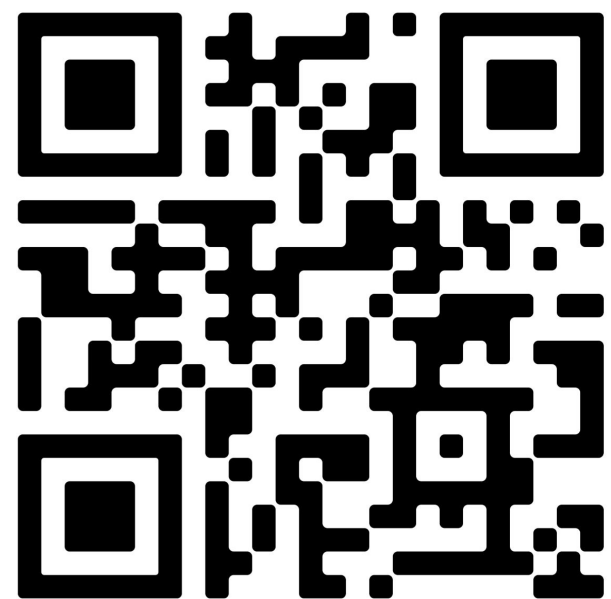
SCAN ME



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What JUSD/PICO is asking of you:



SCAN ME

Questions?

Contact Crystal Garcia Ruacho, LCSW
PICO Clinical Supervisor

- ★ Attendance to the calming corner training (you just completed this step!)
- ★ Set up a calming corner space in your classroom incorporating the elements we discussed during today's training.
- ★ Complete the "Calming Corner Pre-Measure" (PRIOR to setting up your calming corner). The form will be emailed to you following today's training.
- ★ Complete the "Calming Corner Post-Measure" (to be emailed to you at the end of the fall semester).
- ★ Reach out to PICO with any questions or concerns as you grow accustomed to using calming corners in your classroom. **WE ARE HERE TO HELP!**



Thank you!

Please take our survey

Title of presentation: Calming Corners



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(P.I.C.O.)